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## BOOK REVIEWS

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*An Introduction to the Study of Language.* By LEONARD BLOOMFIELD.  
New York: Henry Holt & Co., 1914.

The aim of this book and the need of it is stated in the author's prefatory words, to which the reviewer heartily subscribes: "This little book is intended, as the title implies, for the general reader and for the student who is entering upon linguistic work. Its purpose is the same, accordingly, as Whitney's *Language and the Study of Language* and *The Life and Growth of Language*, books which fifty years ago represented the attainments of linguistic science, and, owing to their author's clearness of view and conscientious discrimination between ascertained fact and mere surmise, contain little to which we cannot subscribe today. The great progress of our science in the last half century is, I believe, nevertheless sufficient excuse for my attempt to give a summary of what is now known about language."

That the general reader needs such information as is here given was recognized by Whitney, who wrote in the preface of his first-named book: "It can hardly admit of question that at least so much knowledge of the nature, history, and classifications of language as is here presented ought to be included in every scheme of higher education. While questions of a linguistic nature are everywhere a frequent subject of discussion, it is surprising how little even educated people are in touch with the scientific study of language. I hope that my book will furnish a simple aid for those who choose to make up this deficiency in our scheme of general education."

To remark "how little even educated people are in touch with the scientific study of language" is but a mild allusion to a notorious situation which Professor Lounsbury has more pungently described as a "broad and deep level of linguistic ignorance" in England and America. It is not only possible but usual for a student to pass through high school and college without suspecting the existence of a science dealing with the general principles of language and without gaining any conception of what language really means as an institution or of its mechanism and manner of development. To suppose that such matter is too simple to need exposition or too difficult to be set before any but the most advanced students of language is equally erroneous. It is appropriate, in judicious employment, for the high school. Where? Not in connection with the Latin, French, or German courses, because none of these is pursued by all and, furthermore, the whole time is required to secure certain expected practical results. But in the years which every high-school student must devote to English there is surely room for one course in the English language which shall deal with something more than formal grammar and correct English and, while avoiding the most abstruse topics, shall give some elementary

notion of the physical basis of speech, of its relation to thought, of the proper function of spelling, of meaning, and finally the broad lines of the history of the English language. For such matters Whitney's books and such works as Greenough and Kittredge's *Words and Their Ways in English Speech* are invaluable helps and are still to be advised for first reading.

But there was need of a new presentation in English which should restate the problems from the point of view of most recent science. This has been accomplished in Dr. Bloomfield's book with competent understanding of present views and commendable skill in presenting them. Some chapters, no doubt, will prove more difficult reading, require more severe attention than any in Whitney's book. But by comparison with modern treatises like those of Paul or Wundt, the gain in lucidity is marked.

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*The Industrial Training of the Girl.* By WILLIAM A. MCKEEVER. New York: Macmillan, 1914. Pp. x+82. \$0.50.

It is often a reproach to educators that they talk an esoteric language, dubbed by a joyous critic, "pedaguese." Another common defect not yet so happily named is their tendency toward a variety of sentimentality popularly known as "gush." This failing is usually induced by an obtuseness toward the humorous side of their profession and is perhaps best symbolized by the sickly sweetish smile assumed by many a Sunday-school teacher as an evidence of an angelic interior. At first it is merely ludicrous, but by and by it begins to wear. It is this kind of educational patter which drives virility out of the profession and leaves, in the popular estimate as a symbol of the school teacher, a strange, uncomfortable being halfway between the minister and mother on her high horse.

The present volume unfortunately cannot escape the reproach of an ultra-moral tone. Let us be honest and call it gush. Sentences that begin "Oh, how we wish for more ability to understand this precious inheritance" and glide saccharinely toward an exclamation point simply repel any virile American parent, to whom this volume is intended to appeal. Pictures of divinely perfect children, listening cherubically to a story, or sweeping the front porch, are more akin to the impossibly righteous juveniles of the eighteen-sixties than to modern education—especially when they are labeled, "Where love leads the way," or "A 'Little Mother' at her best." With the best of intentions Mr. McKeever has produced a handbook that reads like pedagogical cant.

The whole book is not quite so sugary as the opening chapters, and yet it is one of a type that does more damage to the profession of education than underpaid professors or mediocre schools. If educators are to win the sympathy of the public for their problems, they must present them in a masculine manner, in a vigorous, give-and-take fashion, with virility and earnestness and force and the entire absence of the gushing tone. Mr. McKeever has hold,